DOCUMENT RESUME

ED 249 626 EA 017 191

TITLE Secondary Student Progress Plan.
INSTITUTION District of Columbia Public Schools, Washington, D.C.
PUB DATE Apr 84
NOTE 36p.; Prepared by the Committee for the Development of a Secondary Student Progress Implementation Plan.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Board of Education Policy; Criteria; Curriculum Design; Disabilities; Evaluation; Gifted; Grading; Parent School Relationship; *Program Implementation; Secondary Education; *Secondary School Students; *Student Promotion; Student School Relationship; Talent; Underachievement
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

The Secondary Student Progress Plan aims to provide uniform educational expectations for successful course completion and progress toward graduation beginning with grade 7 in school year 1984-85. Arranged in outline form, the plan shows the course of study for grades 7-12, guidelines for evaluating and reporting student progress, promotion requirements, and provisions made for special education students and for gifted and talented students. Procedures are enumerated for dealing with different student entry levels, and a building-level support system for underachievers and retainees is outlined. Other procedures to help students include provisions for summer school remediation and enrichment; steps for monitoring student progress; and general guidelines for course outlines, homework assignments, school and class rules and regulations; and suggested forms for letters to parents. A plan implementation training schema and a description of evaluation procedures conclude the report. The appendix contains a list of the task force members who designed the plan. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249626

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SECONDARY STUDENT PROGRESS PLAN

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

April 1984
Washington, D.C.

EA 017 191

District of Columbia Public Schools

SECONDARY STUDENT PROGRESS PLAN

April 1984
Washington, D.C.

BOARD OF EDUCATION

OF THE DISTRICT OF COLUMBIA

David Eaton
President, At-Large

Nathaniel Bush
Vice President

Bettie G. Benjamin
Bob Boyd
Edna Frazier-Cromwell
Linda W. Cropp
R. David Hall
Eugene Kinlow
R. Calvin Lockridge
Barbara Lett Simmons
Wanda Washburn
Howard Miller, II
Student Representative

DISTRICT OF COLUMBIA

PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

COMMITTEE FOR THE DEVELOPMENT
OF A
SECONDARY STUDENT PROGRESS IMPLEMENTATION PLAN

Co-Chairpersons

J. Weldon Greene

Shelia G. Handy

Members

Johnnie R. Brown

Jennifer J. Gibbs

James T. Guines

Walter O. Henry

Natika E. Jackson

Andrew E. Jenkins, III

Reuben G. Pierce

Dorothy C. Stephens

Bettye W. Topps

Leonard A. Upson

Princess D. Whitfield

Contributors

Sandra L. Anderson
Delores E. Burnett
Herman Cobb
Maureen H. Thomas
Doris A. Woodson

Typists

Erma D. Ewuell
Annette H. Mitchell

SECONDARY STUDENT PROGRESS PLAN

Board of Education Action:

At its stated meeting on May 16, 1984, the Board of Education approved the following grading and promotion policies associated with the Secondary Student Progress Plan:

- For promotion from Grade 7 to Grade 8, a student must successfully complete the four major subjects of English, mathematics, science and social studies.
- For promotion from Grade 8 to Grade 9, a student must successfully complete the four major subjects of English, mathematics, science and social studies.
- For promotion from Grade 9 to Grade 10, five (5) Carnegie Units, including units in English, D.C. History and Government, and health and physical education, are required.
- For promotion from Grade 10 to Grade 11, ten (10) Carnegie Units, including English, are required.
- For promotion from Grade 11 to Grade 12, fifteen (15) Carnegie Units, including English, are required.

In addition, the Board of Education approved the following recommendation:

- That the Board support the phase-in plan for the Secondary Student Progress Plan in Grade 7 by school year 1984-85 and full implementation through Grade 12 no later than school year 1986-87.

The Board of Education did <u>not</u> approve the recommendation that the accumulation of five (5) unexcused absences during an advisory will result in the receipt of a failing grade for the advisory and that the recommendation be implemented on a trial basis for one semester (two advisories) in Grades 7 - 12.

5/17/84

TABLE OF CONTENTS

Introduction i

1.0 The Secondary Student Progress Plan

1.1 Course of Study 1

1.2 Basis for Successful Completion of a Course 3

1.3 Uniform Procedures for Determining Final Grades in Courses 3

1.4 Promotion Requirements 7

1.5 Provisions for Special Education Students 7

1.6 Provisions for Gifted and Talented Students 8

1.7 Policy Considerations 10

2.0 Implementation Plan

2.1 Grade Levels for Implementation and Timetable 11

2.2 Provisions for Dealing with Different Student Entry Levels 11

2.3 Support System for Underachievers and Retainees 12

2.4 Provisions for Summer School Remediation and Enrichment 14

2.5 Monitoring Student Progress 15

2.6 System for Reporting to Parents 16

2.7 Process for Appeal of a Failing Grade 21

2.8 Orientation and Staff Development 21

2.9 Evaluation 24

Appendix

Members of the Secondary SPP Task Force 27

Introduction

The Student Progress Plan (SPP) for grades 1 through 3 has been implemented in the District of Columbia Public Schools since September, 1980. It provides for the promotion, transitional placement and retention of students. The purpose of the SPP is to assure that no student is promoted to a higher level of instruction without demonstrating mastery at the student's current level of instruction. A student must master 70% of the reading and/or mathematics objectives on his or her level, including all of the objectives identified as critical, in order to be promoted. The SPP has been operational for grades 4 through 6 since September, 1981.

While the SPP has not yet been implemented on the secondary level, steps have been taken to ensure that high school graduates have a strong educational foundation. In May, 1980, the Carnegie Units required for graduation were increased from 17 1/2 to 20 1/2 and included an additional year of mathematics, science, and foreign language; a Life Skills Seminar; and a half year of the History and Government of the District of Columbia. The increased graduation requirements take effect with the graduating class of 1984.

In December, 1982, a Secondary Student Progress Plan Task Force was established to recommend areas for study, change and coordination. The task force included representatives of the Washington Teachers' Union, Council of School Officers, Congress of PTA's, and The District of Columbia Public Schools. The task force studied course requirements, promotion and graduation policies, and recording and reporting procedures for the District of Columbia as well as other school districts. The report from the task force, described as a "Working Paper", was submitted in June, 1983. The report indicated the following topics to be general concerns of the members of the group:

- Provision for seventh graders who enter junior high school with limited skills;
- Continuity for seventh graders who have been "under SPP" in the elementary school;
- Uniform course requirements on the secondary level;
- Uniform promotion requirements from one grade to another;
- Uniform grading standards in courses; and
- Teacher accountability.

The task force provided a set of recommendations which have provided the foundation for the Secondary Student Progress Plan.

In December, 1983, the Superintendent appointed a Committee for the Development of the Secondary Student Progress Implementation Plan. The committee adopted a design which included the following:

- Phase I: Review of the Secondary Student Progress Plan Task Force Report

- Phase II: Resolution of Key Issues
- Phase III: Development of Additional Components as Identified through Phase I and Phase II
- Phase IV: Refinement, Revision or Modification of the Secondary SPP
- Phase V: Development of Policy Considerations
- Phase VI: Development of the Implementation Plan

The Secondary Student Progress Plan which follows is conceptually aligned with the Elementary School Student Progress Plan. The nature of the secondary program, however, requires different organizational arrangements and course offerings that are consistent with the newly adopted high school graduation requirements and the changing career opportunities for students. The Secondary Student Progress Plan aims to provide for secondary students uniform educational expectations for successful course completion and progress toward graduation.

1.0 THE SECONDARY STUDENT PROGRESS PLAN

1.1 Course of Study

- Courses

The course of study design prescribes certain common study experiences while allowing students opportunities for elective courses, and provides guidelines for promotion from one grade level to the next for students in grades 7-12. The following is the course of study for grades 7-12:

Grade 7

English
Mathematics
Science
Geography
Health and Physical Education (1/2 cr.)
Art and Music (1/2 cr.)
Elective
- Personal and Family Living (Home Economics)
- Industrial Arts
- Foreign Language
- Instrumental Music
- Exploratory Typing

Reading/Mathematics*

Grade 8

English
Mathematics
Science
U. S. History
Health and Physical Education (1/2 cr.)
Art and Music (1/2 cr.)
Elective
- Consumer Fundamentals
- Home Economics
- Industrial Arts
- Foreign Language
- Instrumental Music
- Exploratory Typing

Reading/Mathematics*

Grade 9

English I
Mathematics
Science
D.C. History and Government (1/2 CU)
Foreign Language or Elective (One CU in a Foreign Language must be taken before graduation)
Health and Physical Education (1/2 CU)
Elective (1 CU)

Grade 10

English II
Mathematics
Science
Elective (2 CUs)
Health and Physical Education (1 CU)

*If a deficiency of 2 years or more in reading or mathematics exists, a student should take an extra period of reading or mathematics instead of an elective.

Grade 11	Grade 12
English III	English IV
Life Skills Seminar (or Elective)	U.S. Government (1/2 CU)
U.S. History	Electives (1 - 4 1/2 CUs)
Electives (3 CUs)	

- Computer Literacy

While there is no specific course in computer literacy identified in this course of study, there is a requirement that computer literacy be developed through listed courses. The Computer Literacy Five Year Plan calls for the integration of computer literacy into the instructional program at appropriate points in grades one through eight. This integration of computer literacy objectives is indicated for mathematics, science, social studies, and English/ language arts. Seventh and eighth grade courses in these subject areas are to provide students the opportunity to attain the instructional objectives in computer literacy that are stated in the Five Year Plan.

Additional experiences with the computer are provided through elective courses in computer science for students in grades nine through twelve.

- Electives

Elective courses are to be the choice of the student after receiving appropriate counseling. At least 7 CUs are to be acquired through elective courses in meeting graduation requirements.

Elective courses for comprehensive high school students may be courses other than those required in English, foreign languages, health and physical education, mathematics (inclusive of computer science courses), science, and social studies. They may be courses from the subject areas of art, business and office education, home economics, marketing and distributive education, military science, music, reading, trade and distributive education, and others.

- Career Center Program

For the student in the Career Center program the concept "elective" is different. The student in the career program elects his/her field of concentration and then enrolls in the prescribed courses for the area of concentration that has been elected. These prescribed courses in the area of concentration constitute 3 CUs in each of the grades 10, 11 and 12.

The fact that these 3 CUs must be scheduled in each of the years named requires that some modifications are necessary in the time when other courses from the regular course of study are taken by a Career Center student. The plan that follows shows a way of providing for the Career Center program and graduation course requirements.

Grade 9

English I (1 CU)
Mathematics (1 CU)
Science (1 CU)
Foreign Language (1 CU)
D.C. History and Government (1/2 CU)
Health and Physical Education (1/2 CU)
Elective (1 CU)

Grade 10

English II (1 CU)
Mathematics (1 CU)
Health and Physical Education (1 CU)
Career Center Program (3 CUs)

Grade 11

English III (1 CU)
Science (1 CU)
U.S. History (1 CU)
Career Center Program (3 CUs)

Grade 12

English IV (1 CU)
U.S. Government (1/2 CU)
Life Skills Seminar (1 CU)
Elective (1/2 CU)
Career Center Program (3 CUs)

1.2 Basis for Successful Completion of a Course

The successful completion of a course will be determined by the teacher based on evidence of a student's mastery of the objectives identified in curriculum materials as requirements for the course. This evidence will consist of data from teacher observation of student performance, teacher-prepared tests, curriculum guide assessments, and course examinations prepared/selected for systemwide use in a specified course.

1.3 Uniform Procedures for Determining Final Grades in Courses

Grades are a means of reporting student academic performance after the evaluation and measurement of the achievement of instructional objectives. Student progress will be reported four times during the school year at nine week intervals, commonly referred to as advisories.

The evaluation of student progress, grades 7 through 12, will be based on the attainment of identified instructional objectives for the subject offering, course and/or grade level. Students will be informed of the required instructional objectives for each course and of the basis upon which their performance will be evaluated.

The guidelines for evaluating and reporting student progress are as follows:

- Arriving at the Grade

1. The basic determinant of grades will be the student's achievement. Student progress will be evaluated and reported in terms of the extent of performance on assessment measures corresponding with instructional objectives identified in curriculum materials of the D. C. Public Schools.

2. Letter grades A through F will be used in all subjects. In order to receive a passing grade, the student must demonstrate mastery of the specified objectives required for the course. The degree to which the student has attained these objectives will be determined by performance on assessment measures.

3. For year-long courses, all four advisory grades and the final examination grade will be used to determine the year's final grade. For semester courses, the two advisory grades and the final examination grade will be used to determine the final grade.

4. Final examinations will be required for each course and will be based on the specified objectives of the course. The final examination will be computed as 20 percent of the final grade. The final examination grade will be indicated on the report card.

5. When a student has more than one teacher for a course during a marking period, the last teacher will assign the course grade and will consult with the former teacher(s) in arriving at the mark.

The above guidelines are designed to assist teachers in arriving at a grade; however, the grade given must reflect the teacher's professional evaluation of student achievement and must be clearly justifiable by the teacher.

- Grading Scale

The following grading scale will be used in evaluating and reporting student progress:

A... 94 - 100	Superior
B... 85 - 93	Above Average
C... 75 - 84	Average
D... 65 - 74	Below Average (lowest passing grade)
F... 64 and below	Failure

- Criteria for Assigning Grades

In order to receive the specified grade,

	The student will:
A... Superior Achievement	--Perform in an outstanding manner on assessment measures and demonstrate a superior level of achievement; --Exhibit a full understanding of the course's fundamental concepts and basic principles; --Exceed expectations and requirements of the course; --Express self clearly, and present ideas in well-written, carefully organized, accurate, and attractive form; and --Demonstrate mastery of all specified objectives required for the course.
B... Above Average Achievement	--Perform above average on assessment measures and demonstrate a high level of achievement; --Exhibit strong understanding of the course's fundamental concepts and basic principles; --Meet and sometimes exceed expectations and requirements of the course; --Express self clearly, and present ideas in well-written, organized, accurate and attractive form; and --Demonstrate mastery of all specified objectives required for the course.
C... Average Achievement	--Perform competently on assessment measures and demonstrate an average level of achievement; --Exhibit an understanding of the course's fundamental concepts and basic principles; --Meet expectations and requirements for the course; --Express self in an understandable manner, and present ideas in organized, accurate and attractive form; and --Demonstrate mastery of all specified objectives required for the course.

D... Below Average Achievement	--Perform in an acceptable manner on assessment measures and demonstrate achievement at the minimal required level; --Exhibit a basic understanding of the course's fundamental concepts and principles; --Meet -- with assistance -- minimal requirements for the course; --Express self -- with assistance -- in an understandable manner, and present ideas in organized, accurate and attractive form; and --Demonstrate mastery of all specified objectives required for the course.
F... Failure	--Fail to perform at the level required for the letter grade of "D"; or Fail to demonstrate mastery of all specified objectives required for the course.
I... Incomplete	--Fail to complete minimum course requirements due to extenuating circumstances, therefore given an approved extension of time.
F(ab)... Failure Due to Absences	--Have five (5) or more unexcused absences during a grading period (per advisory).
P... Pass	--Satisfy the requirements of the Life Skills Seminar.

The grading scale and criteria will be re-examined at the end of the first year of implementation to determine whether or not adjustments are warranted.

- Attendance

Regular attendance is a necessity for maximum school achievement. The accrual of five (5) unexcused absences during an advisory will result in the receipt of a failing grade for that advisory.

Chapter IV, Section 411.3 of the Rules of the Board of Education delineates the following as valid reasons for absence from school:

"(a) Illness of the student;
(b) Illness or other family emergency which requires the presence of the student in the home;

(c) Death in the student's immediate family;
(d) Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
(e) Necessity for a student to attend any judicial proceedings as a plaintiff, defendant, witness or juror;
(f) Observance of religious holy days by the members of a religious group;
(g) Lawful suspension or exclusion from school by school authorities pursuant to the provisions of the Chapter;
(h) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) requiring closing or suspension of classes;
(i) Other absence(s) approved in advance by the principal upon the written request of a parent, guardian or adult student."

1.4 Promotion Requirements

For promotion from grade 7 to grade 8, a student must successfully complete the four major subjects in which he/she is enrolled--English, mathematics, science, and social studies.

For promotion from grade 8 to grade 9, a student must successfully complete the four major subjects in which he/she is enrolled--English, mathematics, science, and social studies.

For promotion from the 9th grade, 5 Carnegie Units (CUs), inclusive of English, D. C. History and Government, and health and physical education, will be required; from the 10th grade, 10 CUs, including English, will be required; from the 11th grade, 15 CUs, including English, will be required. These units will be earned when course work is satisfactorily completed. Graduation from the 12th grade is based upon completion of the requirements established by the Board of Education.

1.5 Provisions for Special Education Students

The following provisions will be made for identified handicapped students:

- Handicapped students' participation in the Secondary Student Progress Plan will be guided by their eligibility for enrollment in regular English, mathematics, science, and social studies courses as indicated on their IEPs.

- A handicapped student in grades 9 through 12 who opts for a diploma will participate in the Secondary Student Progress Plan and must meet all the requirements of the regular school senior high student.

Based on these provisions, the specific learning environment (i.e., resource room, learning center, Citywide Special Education Program, etc.) will not be the determining factor. The instructional course of study being pursued is the key element.

Identified handicapped students participating in the Secondary Student Progress Plan will have the same summer school opportunities given any other student. Entry into the summer program will be determined by system-wide summer school criteria.

1.6 Provisions for Gifted and Talented Students

- Students who are gifted in any given subject area will be provided the opportunity to advance at their individual rates, using the continuous progress aspect of CBC as the vehicle for accelerated learning.

- The accelerated aspect of learning will be stressed for the gifted child as appropriate. Enrichment experiences may be more appropriate for different subject areas. A flexible approach to instruction will be provided to allow for both.

- To certify mastery of a course, a student will be allowed to take tests, where tests are available, or to demonstrate mastery of the required objectives.

- Accelerated students will be allowed to take advanced courses such as Biology in the 9th grade, General Science in the 7th or 8th grades and Algebra I in the 7th or 8th grades, based upon documentation of student readiness. This documentation must include data that substantiate mastery of prerequisite skills. It must include data collected from a combination of sources, such as ... teacher prepared tests, curriculum guide assessments, and course examinations prepared/selected for systemwide use in the course.

- Students will be given the opportunity to take advanced placement courses in high school.

- Students who have completed graduation requirements early will be allowed to graduate the next spring.

- Local universities will be asked to provide early admission college summer programs for gifted students.

- Subject to the recommendation of the principal and prior approval by the assistant superintendent, students will be allowed to earn credit for summer study and travel in the United States and abroad.

- Procedures and criteria for independent study, including summer study and travel, will be developed.

- Computer-Assisted Instruction will be used to provide advanced courses for students.

- A procedure will be established by which elementary school principals inform the junior high school principals of students to be considered for accelerated or gifted programs. The same notification from junior high school to senior high school will also be provided.

1.7 Policy Considerations

The policy needs which have been identified include the following considerations:

- That the accumulation of five (5) unexcused absences by a student during an advisory will result in the receipt of a failing grade for the advisory.
- That for promotion from grade 7 to grade 8, a student must successfully complete the four major subjects of English, mathematics, science, and social studies.
- That for promotion from grade 8 to grade 9, a student must successfully complete the four major subjects of English, mathematics, science, and social studies
- That for promotion from grade 9 to grade 10, five (5) Carnegie Units, including units in English, D.C. History and Government, and health and physical education, are required.
- That for promotion from grade 10 to grade 11, ten (10) Carnegie Units, including English, are required.
- That for promotion from grade 11 to grade 12, fifteen (15) Carnegie Units, including English, are required.

Note: Upon the approval of the Board of Education, these policies will become effective as follows:

Grade 7	SY 1984-85
Grade 8	SY 1985-86
Grade 9	SY 1986-87
Grades 10-12	SY 1987-88

2.0 IMPLEMENTATION PLAN

2.1 Grade Levels for Implementation and Timetable

The phasing-in of the Secondary Student Progress Plan is advisable based upon experience at the elementary level. The phase-in plan provides for the delineation of required objectives, the careful development of other materials which may be needed, the development of guidelines for intervention efforts, and the identification of required fiscal resources essential to effective implementation of the plan.

The timetable for the implementation of the Secondary Student Progress Plan follows:

Grade 7	SY 1984-85
Grade 8	SY 1985-86
Grade 9	SY 1986-87
Grades 10-12	SY 1987-88

2.2 Provisions for Dealing With Different Student Entry Levels

In order to be effective, schools must address the needs of all students. All students learn, but not at the same rate. Consequently, provisions must be made for all students with respect to their individual skill entry levels. The procedures enumerated below are to be followed:

- Orientation: All students will be made aware of what is expected of them in the form of a syllabus and/or a listing of course objectives, in addition to the course description.

- Diagnosis: All students will be assessed to determine skill entry levels. Test items will be developed for each required objective. An achievement profile for each student will be made available to teachers by counselors.

- Prescription: Based upon students' strengths and weaknesses, appropriate strategies will be employed to facilitate each student's achievement. Such strategies include:

Provision of incentives for high-level achievement.

Development of basic skills in all subject areas.

Increased academic learning time.

Emphasis on activities which promote critical thinking and reasoning processes.

Availability of teachers during the school day to assist students who need remediation in basic skills.

Provision of peer tutors for students who need remediation.

Extension of the school day to provide before- and after-school tutorial programs.

Mobilization of volunteer tutors.

Utilization of community resources to enhance learning opportunities for students.

Availability of computer hardware and software for use by all teachers.

Utilization of computer laboratories for the development and refinement of required skills.

Implementation of guidelines set forth by the Gifted and Talented Program for identified students.

- Feedback: Checkpoints will be established to monitor individual student progress.

- Evaluation: Regardless of a student's skill entry level, identified course objectives must be mastered before a passing grade is given.

2.3 Support System for Underachievers and Retainees

A Building-Level Committee will be established to review all retentions. The Building Level Committee, with input from all staff members, will develop strategies for meeting the needs of retainees. This committee will consist of:

1. Student Government Representative (1)
2. Teacher (1 - 3, depending on building size)
3. Counselor (1)
4. Principal (1)
5. Parent from PTA, HSA, or NSC (1)

- The Building-Level Committee will look at the program for underachieving students.

- The Building-Level Committee will coordinate the services of transition classes, basic skills classes, and Chapter 1 classes to ensure that no student is receiving an unnecessary duplication of effort.

- Several mathematics and reading classes will be scheduled at the same time (e.g. transition, basic skills, Chapter 1). This will allow flexible movement of students between groups to facilitate individual student rates of progress and access to any computer-assisted remediation facilities. A team approach to student instruction will be utilized.

- A procedure for the early diagnosis of students' strengths and weakness will be developed. Special resources for students who might be retained will be determined and provided. This identification and intervention will take place before the end of the first advisory.

- An individual profile for each underachieving student will be maintained which will include a record of objectives mastered and statements by teachers. A "team" meeting of all teachers who work with these students will be periodically convened to plan the best strategies for the individual student's growth.

- Homeroom teachers and counselors will personally review the schedules of each student to ensure that the student is taking a course of study which will result in meeting promotion and graduation requirements.

- The very slow achieving student will be provided an opportunity for tutoring either during a regular class period or before or after school. This period of time will be used to assist the student on a daily basis to master material presented in his or her classes.

- In addition to organization by departments, teachers in grades 7, 8, and 9 will be organized by grade levels. This has been shown to increase flexibility of instruction as well as to allow for group planning for individual students.

- Remediation classes will be limited to a 15:1 student-teacher ratio.

- Counselor roles and responsibilities will be reviewed with consideration of the amount of services available to any one student. Efforts will be made to provide a sufficient number of counselors at all schools, with assignments appropriate to meet the needs of underachievers and retainees.

- Counselors will be provided training to assist them in planning appropriate programs for students and in assigning students to the

correct level classes. (For example: mathematics classes which have a specific sequence.)

- Local schools will be asked to organize a parental support group for parents of underachievers and retainees. Training could be provided in understanding child development and using appropriate instructional strategies with their children. Other activities can be group-planned strategies for assisting homework, or visiting local businesses for work experiences. Parents might choose to become involved in tutoring or ask for instruction themselves. The Division of Adult and Continuing Education will be requested to provide parental instruction. The key purpose for the parents is to belong to a self-help group addressing mutual concerns.

2.4 Provisions for Summer School Remediation and Enrichment

- Summer school will be an extension of the regular school year for students who have not mastered the required objectives. As such, summer school will address objectives required in the curriculum. In order to receive a passing grade from the identified course, the student must pass a test or otherwise demonstrate mastery of the specified objectives.

- An individualized instruction program may be established to assist each student with the specific objectives that he/she needs in order to be promoted. Use of small-group instruction may also be appropriate when several students are working on the same objectives.

- Transition students will be able to continue their studies through the summer to eliminate a deficiency.

- Summer school programs for junior high school students will cover the basic areas of reading, English, mathematics, science and social studies.

- Summer school programs for senior high school students will offer all required courses.

- Enrollment of students in summer school for enrichment purposes will be based upon the recommendations of the school principal and the availability of resources.

- A major effort will be made to involve volunteers in the summer school program.

2.5 Monitoring Student Progress

The monitoring of student progress, according to steps outlined in the following section, is essential to the successful implementation of the Secondary Student Progress Plan.

- Beginning of the School Year (first two weeks)

  Review schedules of students in sequential courses to confirm passing grades in previous courses.

  Organize folders with samples of students' work.

  Initiate a system for recording students' progress, including skills acquired and the date on which mastery was achieved.

  Establish procedures for sending students' work home for parental review.

  Schedule counseling sessions to discuss selected topics (e.g. promotion and retention, study habits, and support services).

- Mid-Advisory (first five weeks)

  Review records of all students whose grades at the mid-advisory average D, F or I.

  Ascertain the need for additional assessment.

  Forward deficiency notices to parents.

  Determine the need for special education/pupil personnel services

  Conduct necessary conferences with students and parents.

  Make instructional adjustments in students' program (e.g. re-grouping of students based on needs, utilization of lower level materials, utilization of multi-sensory materials, obtaining assistance from support staff).

- End of the Advisory

  Review records of students with the grade of D, F or I based upon printouts from the Division of Information Resource Management.

  Confer with subject-area teachers to develop or update a collaborative remediation plan.

Discuss proposed remediation plan with student, parents, counselor and other support staff.

Identify needed resources and obtain needed assistance.

Provide and document varied opportunities for student to acquire specified skills.

- End of the Semester

  Utilize steps above (End of the Advisory).

- End of the School Year

  Make recommendations and execute referral for students to participate in the extended summer program.

2.6 System for Reporting to Parents

If a student is failing a course or grade, the teacher shall notify the student, his parent or guardian, and the supervisor as soon as the potential failure is determined, but in no case later than mid-advisory

The present D. C. Public Schools' report will be used with the following modifications:

A. Comments and attendance will be required to be recorded by each teacher.

B. The report card will be revised to provide the following information:

   1. Student's address and telephone number;

   2. Student's grade point average for each advisory;

   3. Final examination grades;

   4. Parent's name.

C. All information will be printed on the front of the report card.

COURSE INFORMATION FOR SECONDARY SCHOOL STUDENTS

The following are general guidelines for course outlines, homework assignments, school and/or class rules and regulations, and suggested forms for letters to parents and summer school recommendation to be given to secondary school students and their parents:

1. Course outlines should be prepared, or revised if necessary, and sent home no later than two weeks after the beginning of the first advisory. If the outline is a revision, note those objectives, activities, and assessments already accomplished.

2. Use required objectives in course outlines.

3. Prepare a form for homework assignments. Each student should keep this in his/her notebook to be initialed by his/her parent for each assignment completed.

4. Send a copy of school and/or class rules and regulations, grading scale, and regulations concerning class attendance.

5. Prepare a letter for parents to accompany the materials sent home. This should include a tear-off section for parents to sign and return indicating that they have seen the course outline and the homework form, and understand their role in helping their child perform successfully in the classroom. These documents should be kept on file.

SUGGESTED COURSE OUTLINE

COURSE TITLE

Carnegie Units (Credits): (If applicable)
Required Textbook:
Supplemental Books Used: (Books, Workbooks, Magazines, etc.)
Brief Description of Course:

Objectives

Upon completion of this course, the student will demonstrate mastery of the objectives specified as requirements for this course. (See attached)

Activities:

In order to achieve the specified objectives, the student will engage in the following activities: (Make this area as general or as specific as you like.) Include such items as:

Lecture/Notetaking
Required Assignments (Class/Home)
Projects/Term Paper/Book Reports, etc.
Field Trips
Films.

Assessment:

Give the kinds of assessment and weight in determining the grade. Include such items as:

Unit Examinations
Mid-term Examinations
Final Examination
Quizzes
Notebook (if required)
Class Participation
Homework (If homework is checked, but not graded, indicate this).

System for Reporting to Parents

Dear Parent:

Accompanying this letter is the course outline that describes the objectives to be achieved by your child at his or her grade level.

The grade standards are as follows:

A	94 - 100	Superior
B	85 - 93	Above Average
C	75 - 84	Average
D	65 - 74	Below Average (lowest passing grade)
F	64 and below	Failure

Students are expected to report to class on time each day properly prepared with pen, pencil, notebook, and the necessary textbook as indicated by the teacher. A student must be in regular attendance in order to achieve successfully.

The faculty looks forward to working with you and with your son or daughter this year. We are making every effort to improve test performance and to prepare your child for successful entry into college or into the world of work. We are grateful for your assistance in this effort.

Please detach, sign and return the form below to indicate that you have seen the course outline and understand your role in helping your child perform successfully in the classroom. Feel free to contact your child's teacher for clarification of any questions that you may have.

Sincerely,

Attachment

----------[Clip Here]----------

RECEIPT OF COURSE OUTLINE

I hereby acknowledge that I have received the course outline given to

_____ who is enrolled in _____
STUDENT'S NAME SCHOOL

_____ _____
PARENT'S SIGNATURE DATE

Return to: _____ _____
TEACHER COURSE/SUBJECT

System for Reporting to Parents

_____
Date

Dear Parent,

To date _____ has not successfully mastered
Name of Student
the required objectives for _____;
Name of Course
therefore, he/she has been recommended to attend summer school in order that the objective(s) checked below can be mastered.

NOTE: The numbers correspond with objectives listed on the attached.

1_____	6_____	11_____	16_____	21_____	26_____	31_____
2_____	7_____	12_____	17_____	22_____	27_____	32_____
3_____	8_____	13_____	18_____	23_____	28_____	33_____
4_____	9_____	14_____	19_____	24_____	29_____	34_____
5_____	10_____	15_____	20_____	25_____	30_____	35_____

_____
Teacher's Signature

Attachment

2.7 Process for Appeal of a Failing Grade

Students and parents have a right to know at the beginning of a course precisely how final grades are going to be determined. Therefore, at the beginning of each course, teachers will provide students with a detailed description of the methods, procedures, formulas, required objectives and other criteria to be used in arriving at grades.

The teacher is responsible for providing tangible, pertinent, detailed and dated records to substantiate the grade given. In the absence of such reports, the teacher should raise the grade in accordance with the factors involved.

Steps to be followed in appealing a failing grade are:

(a) When a student wishes to appeal a failing grade assigned by a teacher, the student should first discuss the grade with the teacher.

(b) If the discussion between the student and teacher does not result in a mutually acceptable solution, the student may make an informal appeal for a change of the assigned grade to the principal.

(c) The principal shall attempt to resolve the problem through informal means, such as meetings, conferences, and discussion.

(d) If not resolved through the informal process, the student may file a written appeal with the principal. The principal shall try to resolve the written appeal through conferences with the student, parents, teachers, other school officials and other involved parties. The appropriate regional/divisional office shall be informed of the written appeal and may be consulted by the principal or other school official in the attempt to resolve the issue.

2.8 Orientation and Staff Development

The goal of orientation and staff development will be to prepare key staff to facilitate the development of school-based strategies for implementing the Secondary Student Progress Plan at the seventh grade level.

Objectives

(1) To review the established implementation plan for the Secondary Student Progress Plan at the seventh grade level;

(2) To collectively develop strategies for implementation at the building level; and

(3) To establish objectives for follow-up workshops.

Implementation of the Secondary Student Progress Plan at the seventh grade level is scheduled for SY 1984-85. In order to facilitate a well-organized, uniform, and instructionally-sound process, the Department of Staff Development proposes the following format for providing staff development to all instructional staff involved with seventh grade students.

The format will involve a two-phase information dissemination process. Phase I will comprise orientation of the Deputy's Council, training of trainers (regional/division staff), and orientation of school administrators (principals and assistant principals). In Phase II, seventh grade teachers, transition teachers, and counselors will be trained.

SCHEMA FOR TRAINING FOR SECONDARY STUDENT PROGRESS PLAN IMPLEMENTATION - SEVENTH GRADE

PHASE I

ORIENTATION

DEPUTY'S COUNCIL (25 administrators)
Regular Tuesday Council Meeting

TRAINING OF TRAINERS

REGIONAL STAFF — 4 Assistants for Instruction
16 Supervisors (approximate number)

ORIENTATION

SCHOOL ADMINISTRATORS: PRINCIPALS AND ASSISTANT PRINCIPALS

Regular 3rd Thursday Officers' Meeting
Regions A, B, C, and D

PHASE II

TRAINING OF TEACHERS AND COUNSELORS

SEVENTH GRADE TEACHERS, TRANSITION TEACHERS, AND COUNSELORS

Regional Clusters - Thursday, June 21, 1984 and Friday, June 22, 1984

REGION A
Douglass, Johnson, Hart, Francis, Shaw, Terrell, Jefferson, Moten, Friendship

REGION B
Hardy, Deal, West, Takoma, Paul, Rabaut, MacFarland

REGION C
Fort Lincoln, Brookland, Hamilton, Taft, Lincoln Garnet-Patterson, Langley, Backus, Browne

REGION D
Evans, Kelly Miller, Roper, Brent, Hobson, Merritt, Fletcher-Johnson, Winston Stuart, Hine, Eliot, Sousa, Woodson (C.G.), Kramer, River Terrace

Note: One (1) Re-certification credit will be requested.

Follow-up sessions at the local school site in September (Staff Development Days)

2.9 Evaluation

The Planning, Monitoring and Implementation (PMI) evaluation model will be used to evaluate the implementation of the Secondary Student Progress Plan, which has the following identified objectives:

1. To implement standards for promotion and retention in grade seven through twelve;

2. To implement a uniform system for grading;

3. To implement a support system to assist students in making orderly progress in school at the fastest rate commensurate with the student's ability;

4. To provide orientation and staff development where appropriate for administrators, teachers, students and parents;

5. To implement the Secondary Student Progress Plan according to established policy;

6. To revise procedures and standards as needed at each grade level during and after the initial years of implementation.

The evaluation design provides for both formative and summative evaluations. The implementation of the plan will be observed to determine the extent of agreement with intended inputs, processes, and outcomes. Evidence will be collected to document each phase of implementation. Appropriate instruments (existing and to be contructed) will be used to collect data on enrollment and promotion/retention, by school and grade; student demographic data; and feedback from administrators, teachers, parents and students. The collected information will include workload, time constraints, achievement, motivation, strengths and weaknesses, likes and dislikes, suggestions and other evidences of implementation. The evaluation design will be completed when the regional and divisional action plans have been developed.

The goal, system objectives and intended outcomes for the Secondary Student Progress Plan follow:

Goal: To implement a Secondary Student Progress Plan for the purpose of improving secondary student achievement.

System Objectives:

1. Standards for promotion and retention will be implemented for grade seven by September 1984, grade eight by September 1985, grade nine by September 1986, and grades ten through twelve by September 1987, as evidenced by documented procedures in use by secondary schools.

Intended Outcomes:

A. The course of study is used for
   (1) grade seven by SY 1984-85
   (2) grade eight by SY 1985-86
   (3) grade nine by SY 1986-87
   (4) grades ten through twelve by SY 1987-88.

B. The basis for successful completion of a course is being followed by teachers.

C. The set of promotion requirements are being used by schools in determining student promotion or retention.

D. Guidelines for required attendance are being used in the assignment of grades.

2. The uniform system for grading is being utilized as evidenced by teacher practice in assigning grades.

   A. The criteria for assigning grades are known by teachers.

   B. The criteria for assigning grades are utilized by teachers.

3. Student support systems will be in place and will assist students in making orderly progress in school at the fastest rate commensurate with the student's ability, as evidenced by individual student placement and records.

   A. Provisions are being utilized for
      (1) gifted and talented students
      (2) special education students
      (3) students with different entry levels
      (4) underachievers and retainees.

   B. Summer school programs are conducted for student remediation and enrichment.

   C. Student progress is being monitored according to guidelines.

   D. The system for reporting to parents is being used by teachers.

4. Orientation and staff development, as appropriate, will be provided for administrators, teachers, students and parents as evidenced by schedules, agendas, and feedback results on file.

   A. Initial orientation is conducted for
      (1) administrators
      (2) teachers
      (3) students
      (4) parents.

B. Appropriate staff development is provided for
(1) administrators
(2) teachers and counselors.

5. The Secondary Student Progress Plan will be implemented according to established policy as evidenced by reports and other documents submitted to the Superintendent.

A. Established policy is followed as documented by feedback from
(1) administrators
(2) teachers and counselors
(3) students
(4) parents.

B. Established policy is followed as documented by monitoring and evaluation reports.

6. Based upon formative and summative evaluation results, revisions of procedures and standards will be made as appropriate, as evidenced by records, memoranda and other documentation.

A. Feedback information is gathered from
(1) administrators
(2) teachers and counselors
(3) students
(4) parents.

B. Student achievement data are analyzed to assess the impact of the Secondary Student Progress Plan.

C. Data on student retentions and promotions are systematically gathered and analyzed to assess the impact of the Secondary Student Progress Plan.

D. Monitoring reports are submitted to the Superintendent on a predetermined schedule.

E. Evaluation reports are submitted to the Superintendent on a predetermined schedule.

A P P E N D I X

MEMBERS OF THE SECONDARY SPP TASK FORCE

Recommended by the Administration:

Ms. Princess Whitfield	Principal	Hine Junior High School
Dr. Rosella Bardley	Principal	Eliot Junior High School
Ms. Bettye Topps	Principal	McKinley Senior High School
Mr. Michael Durso	Principal	Wilson Senior High School
Mr. Leonard Upson	Principal	Langley Junior High School
Ms. Dorothy Patton	Assistant Principal	Shaw Junior High School
Ms. Eva Rousseau	Assistant Principal	Eastern Senior High School
Ms. Betty Mitchell	Teacher	Woodson Senior High School
Ms. Mattie Colson	Teacher	Dunbar Senior High School
Ms. Gail Radcliff	Teacher	Anacostia Senior High School
Ms. Lena Mitchell	Teacher	Deal Junior High School
Ms. Jennifer Gibbs	Teacher	Jefferson Junior High School
Ms. Bettina Best	Teacher	Woodson Junior High School
Ms. Florence Jackson	Consultant	Office of Instruction

Recommended by the D.C. Congress of Parents and Teachers:

Ms. Johnnie Brown	President	Wilson Senior High School PTA
Ms. Barbara McCloud	Chairman	Secondary Education Committee
Ms. Shirley Hall	President	Sousa Junior High School PTA
Mr. Harold Heneger	Retired Principal	Taft Junior High School

Recommended by the Council of School Officers, Local 4:

Ms. Lottie Hughes	Principal	Stuart Junior High School
Dr. Dennis Johnson	Principal	Ballou Senior High School
Ms. Mazie Wilson	Principal	Banneker Senior High School

Recommended by the Washington Teachers' Union:

Ms. Regina Gilcrest	Teacher	Coolidge Senior High School
Mr. Courtney Fletcher	Teacher	Francis Junior High School
Mr. John Donnelly	Teacher	Roosevelt Senior High School
Dr. Alan Barwick	Teacher	Wilson Senior High School
Ms. Phyllis Goodman	Teacher	Roosevelt Senior High School
Ms. Mary Gant Miles	Teacher	Deal Junior High School